

# Childminder report

---

Inspection date: 6 October 2022

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

|                          |             |
|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|  |      |
|--|------|
| Overall effectiveness at previous inspection | Good |
|--|------|

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and settled in this caring and nurturing environment. They receive cuddles, encouragement and praise from the childminder, which builds their confidence and helps them feel secure. Parents speak extremely highly of the childminder, saying she provides a home-from-home experience. They receive daily communication about their child's day, and the childminder works closely with them to ensure individual needs are met. The childminder finds out from parents about the children's abilities, routines and interests before they start at the setting. She uses this information to plan individually for each child's learning needs.

The childminder encourages healthy lifestyles, preparing fresh, nutritious food for the children each day. Children have daily opportunities to get fresh air and develop their physical skills through climbing, balancing and playing with balls at the local park.

Independence is fully promoted at this setting. The childminder encourages children to pour their own water and drink from an open cup. They independently wash their hands before meals and cut their own fruit safely with a plastic knife. They develop coordination through serving themselves and each other with a spoon. Children are given plenty of choice throughout the day. For example, they choose what colour bowl they would like and what fruit for snack. This supports their language development.

## **What does the early years setting do well and what does it need to do better?**

- The childminder develops the children's communication and language skills through quality interactions. She sings songs, encouraging them to join in with the words and actions. She continually engages in the children's play, asking questions and role playing with them by joining in a pretend tea party or using a mobile phone.
- The childminder speaks English, French and Creole and introduces French to the children in their play and learning. Overall, she supports the development of English for those children who speak English as an additional language. However, for those children who speak another language other than French, she does not always take steps to help children develop and use their home language.
- Children are well prepared for the next stage in their learning. Alongside promoting independence, the childminder makes the most of opportunities to count everyday objects with the children. She develops their fine motor skills through mark-making activities. The childminder has built relationships with local schools in order to support learning that takes place outside of her setting.
- The childminder demonstrates a good understanding of the importance of the

progress check at age two. She uses this to inform parents of progress across all areas of learning and to highlight any areas where achievement is less than expected. The childminder regularly undertakes observations and assessments of children's learning and uses these to plan future activities.

- The childminder is a good role model. Her calm, gentle manner encourages children to learn and share good manners, teaching children to say 'please' and 'thank you' to one another. She reminds children to tidy up after themselves so that they do not trip and hurt themselves. However, she does not always ensure that she provides a consistent approach to behaviour management, such as when children do not respond positively to her instructions.
- Children's personal needs are well attended to. Children are calmly settled for routine naps and are spoken and sung to softly during nappy changes. The childminder works with parents to support toilet training.
- The reflective childminder has acted upon previous inspection recommendations, ensuring activities are planned around children's interests. For example, a child who loves painting is given daily opportunities to be creative while next steps around language development and physical skills are focused on at the same time. The childminder has attended a number of courses to keep her childcare knowledge up to date and intends to seek out more opportunities to continually improve her practice.
- The childminder regularly takes children to the local children's centres, where they experience the diverse make-up of the local community. She reads books to the children about different cultures and provides activities related to religious and cultural festivals, such as Eid and Diwali.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in keeping children safe. She checks her home for hazards daily and makes effective use of safety gates. She has a fire evacuation plan in place and carries out fire drills with the children, ensuring they know what to do in an emergency. The childminder has a good understanding of safeguarding and child protection. She is confident in recognising signs that may indicate a child is at risk of harm and knows the procedures to follow to report any concerns. The childminder keeps up to date with mandatory training and has recently refreshed her knowledge around the 'Prevent' duty guidance and female genital mutilation through additional training.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- provide opportunities for all children to develop and use their home language in play and learning

- follow through with all instructions in relation to behaviour to ensure a consistent approach.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | EY459657  |
| <b>Local authority</b>                             | Merton  |
| <b>Inspection number</b>                           | 10236100  |
| <b>Type of provision</b>                           | Childminder   |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Childminder   |
| <b>Age range of children at time of inspection</b> | 1 to 2  |
| <b>Total number of places</b>                      | 5   |
| <b>Number of children on roll</b>                  | 2   |
| <b>Date of previous inspection</b>                 | 28 November 2016                                    |

## Information about this early years setting

The childminder registered in 2013. She lives in Mitcham, in the London Borough of Merton. The childminder has a qualification in childcare at level 2. She is available to care for children each Monday to Friday, from 7am until 6pm, throughout the year.

## Information about this inspection

### Inspector

Nicky McDougal

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022